



CORPORATE AND ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data		
Awarding Institution	<i>UWE</i>	
Teaching Institution	<i>UWE</i>	
Delivery Location	<i>UWE</i>	
Faculty responsible for programme	<i>Health and Applied Sciences</i>	
Department responsible for programme	<i>Health and Social Sciences</i>	
Modular Scheme Title		
Professional Statutory or Regulatory Body Links		
Highest Award Title	PGDiploma Cognitive Behavioural Therapy	
Default Award Title	<i>N/A</i>	
Fall-back Award Title		
Interim Award Titles	<i>PGCert Cognitive Behavioural Therapy Studies</i>	
UWE Progression Route		
Mode(s) of Delivery	<i>P/T</i>	
Codes	UCAS:CB8942	JACS:C850
	ISIS2:C85042	HESA:
Relevant QAA Subject Benchmark Statements		
CAP Approval Date	24 May 2013	
Valid from	<i>Sept. 2013</i>	
Valid until Date	Sept 2019	
Version	<i>1</i>	

Part 2: Educational Aims of the Programme

This programme is for students who wish to develop expertise in CBT theory and practice and to carry out independent research which contributes to the field. As well as attending UWE for lectures, workshops and skills practice, students are on placement throughout both years where they practice CBT with clients and are supervised by CBT trained practitioners. On successful completion of the programme, students would be eligible to practice as cognitive behavioural therapists in a variety of settings including the NHS, voluntary organisations and in private practice.

Part 2: Educational Aims of the Programme

The programme aims to facilitate the understanding of mental health theory and practice by:

- Developing practical skills in Cognitive Behaviour Therapy (CBT) for common psychiatric disorders such as depression and anxiety.
- Developing critical knowledge of the theoretical and research literature relating to CBT.
- Actively developing capabilities and competencies in managing contemporary practice within cognitive behaviour therapy
- Considering ethical and value contexts within which cognitive behaviour therapy is delivered within various settings
- Critically analysing the range of strategies by which mental health can be promoted at multiple levels and contexts by cognitive behaviour therapy
- Enhancing capability to reflect on experience and/or practice

Part 3: Learning Outcomes of the Programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

<i>Learning Outcomes:</i>	USPJVJ-15-M Introduction to CBT	USPJU8-30-M Fundamentals of CBT	USPJU6-30-M Applied CBT	USPJU4-15-M Advanced CBT	USPJU9-15-M Third Wave CBT	USPJU5-15-M Accreditation Portfolio
A) Knowledge and understanding of:						
• The principles of CBT and the evidence base for the application of CBT techniques	X	X	X	X	X	
• CBT for a depression and anxiety	X	X	X	X	X	
• Professional and ethical issues related to using CBT	X	X	X	X	X	X
• Collaboration with the client/service user in primary mental health care	X	X	X	X	X	X
• New developments in CBT theory & practice	X	X	X	X	X	
(B) Intellectual Skills						
• Critically analyse current theoretical developments in cognitive behavioural therapy and their relationship to practice.	X	X	X	X	X	X
• Synthesise complex and competing information currently used within cognitive behavioural therapy in an innovative manner		X	X	X	X	X
• Demonstrate initiative and originality in addressing current issues related to cognitive behavioural therapy.	X	X	X	X	X	X
• Interrogate research in terms of its ability to inform and advance CBT practice in diverse settings		X	X	X	X	
• Develop CBT-specific treatment plans for depression, anxiety and more complex presentations		X	X	X	X	X
(C) Subject/Professional/Practical Skills						
• Practise evidence-based CBT creatively and with good clinical outcomes		X	X	X	X	X
• Evaluate and respond to complex issues arising in CBT		X	X	X	X	X

Part 3: Learning Outcomes of the Programme

practice, in a variety of settings						
<ul style="list-style-type: none"> Demonstrate enhanced ethical practice through a critical awareness of own values, and attitudes with sensitivity to diversity issues 		X	X	X	X	X
<ul style="list-style-type: none"> Understand the professional competencies and ethical criteria for becoming accredited with British Association for Behavioural and Cognitive Psychotherapies (BABCP), the regulatory professional body. 		X	X			X
<ul style="list-style-type: none"> Develop CBT practise to include new developments in the field (third wave approaches). 			X	X	X	X
(D) Transferable skills and other attributes						
<ul style="list-style-type: none"> Demonstrate self-direction and originality in therapeutic problem solving. 		X	X	X	X	X
<ul style="list-style-type: none"> Practise as 'scientist practitioners', advancing their knowledge and understanding and develop new skills to a high level. 	X	X	X	X	X	X
<ul style="list-style-type: none"> Enhance ability to manage self, own leadership style and collaborative ways of working, through seeking ongoing supervision. 		X	X	X	X	X

Part 4: Student Learning and Student Support

Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated

A day of induction activity is included in the programme prior to formal teaching commencing to orient students to the resources and facilities available to them.

Technology Enhanced Learning (TEL) is integral to the programme. All modules are supported through Blackboard. The Qualitative and Quantitative Methods module has a strong TEL component facilitating a blended delivery.

A student handbook is provided for induction that includes information on the Faculty, the University, its regulations and procedures and is supplemented by more specific module guides. Students are supported during their time at UWE by central student support services.

Student autonomy and self direction is also developed through interaction with peers and private study, and direction to psychology/HLS bookable social learning areas and UWE wide social learning facilities where students can meet to exchange ideas.

Students on the PGDip have the opportunity to gain expertise in CBT via academic learning as well as on placement working with clients. There is a placement co-ordinator to facilitate communication between the course tutors and placement supervisors.

A student handbook is provided for induction that includes information on the Faculty, the University, its regulations and procedures and is supplemented at an award level by an award handbook and module guides. Students are supported during their time at UWE by, student advisers and by central student support services, including Wellbeing and Disability services.

On the PGDip, teaching is a mix of scheduled, independent and occupationally based learning.

Scheduled learning includes lectures, seminars, project supervision, demonstration, practical classes and workshops.

Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc.

Placement learning: includes a practice placement.

Part 4: Student Learning and Student Support

Description of any Distinctive Features

The programme is delivered by BABCP accredited tutors who are experienced practitioners as well as academic tutors. It gives students the opportunity to progress from introductory material to advanced CBT theory and practice. The traditional model of CBT theory and practice is taught and the programme encompasses newer developments, namely Third Wave approaches in year 2. Students are taught to apply theory and practice to common client presentations seen in clinical practice.

Part 5: Assessment

Approved to [University Regulations and Procedures](#)

Assessment Strategy

The PGDip is assessed by both formative and summative assessment across the course. Assessments have been chosen in order to be valid (assess appropriate learning outcomes), discriminative by ability (differentiating amongst students), reliable, and fair. The purpose of assessment on this programme is to demonstrate to students and other stakeholders the quality of learning ability amongst graduates. Furthermore, feedback on assessment throughout the programme is designed to support students' ongoing learning and development.

Learners have different strengths and preferences for different assessment methods. Consequently, this programme deliberately utilises a range of alternative assessment approaches, including, article critiques, traditional examination and case study analysis.

Student performance on placement is assessed by external supervisors who use agreed criteria for assessing CBT skills, which are also used by tutors on the programme in other modules. This makes for a coherent strategy across module assessments.

Assessment Map

The programme encompasses a range of **assessment methods** including; essays, presentations, written examinations, case studies, process reports, self-reflections on skills development. These are detailed in the following assessment map:

Assessment Map for PGDiploma Cognitive Behavioural Therapy

		Unseen Written Exam	Open Book Written Exam	In-class Written Test	Practical Skills Assessment	Oral assessment and/or presentation	Written Assignment	Report / Project	Portfolio
Compulsory Modules Year 1	USPJVJ-15-M Intro to CBT			A (25)			B (75)		
	USPJU8-30-M Fundamentals of CBT						A (100)		B
	USPJU6-30-M Applied CBT						A (100)		B

Part 5: Assessment									
Compulsory Modules Year 2	USPJU4-15-M Advanced CBT			A (25)			B (75)		
	USPJU9-15-M Third Wave Approaches			A (25)			B (75)		
	USPJU5-15-M Accreditation Portfolio							B	

Part 6: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **part time student**, including: level and credit requirements, interim award requirements, module diet, including compulsory and optional modules

ENTRY		Compulsory Modules	Optional Modules	Interim Awards
↓	Year 1	USPJVJ-15-M Introduction to CBT	None	Cert CBT Studies
		USPJU8-30-M Fundamentals of CBT		Other requirements: Clinical Placement with approved supervision
		USPJU6-30-M: Applied CBT		PG Diploma CBT Studies
		USPJU6-30-M Applied CBT		Other requirements: Clinical Placement with approved supervision
		USPJU9-15-M Third Wave Approaches		
		USPJU5-15-M Accreditation Portfolio		

Part 7: Entry Requirements

Applicants should possess at least an upper second class honors degree in Psychology or a related subject. They should have some experience of working therapeutically with clients in a mental health setting. We would prefer applicants to have undertaken some introductory training in counseling skills.

Part 8: Reference Points and Benchmarks

This specification provides a concise summary of the main features of the programme and the

Part 8: Reference Points and Benchmarks

learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications. These are available on the University Intranet.

The learning outcomes have been developed with reference to the qualification descriptors used in the QAA Framework for Higher Education Qualifications, and in particular those that describe a higher education qualification at level 7: Master's Degree.

The QAA Framework provides the points of reference for setting standards across various levels of education. UWE has incorporated these into its assessment and grading profiles, and this programme will adopt the HLS standard marking and assessment criteria for level M (see table below). Some of the framework aspects are more closely tied to some modules than others. These are detailed thus:

Overall master's degrees criteria (QAA framework)

- * a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice

All modules.

- * a comprehensive understanding of techniques applicable to their own research or advanced scholarship

Accreditation Portfolio

- * originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline

All modules, but especially Intro to CBT, Fundamentals of CBT, Applications of CBT, Advanced CBT, Third Wave approaches

- * conceptual understanding that enables the student:

to evaluate critically current research and advanced scholarship in the discipline, to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

Third Wave Approaches, Advanced CBT

Typically, holders of the qualification will be able to:

- * deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences

All modules

Part 8: Reference Points and Benchmarks

* demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level

Fundamentals of CBT 1& Applied CBT.

* continue to advance their knowledge and understanding, and to develop new skills to a high level.

All modules, but particularly Third Wave approaches and Advanced CBT.

And holders will have:

* the qualities and transferable skills necessary for employment requiring:

the exercise of initiative and personal responsibility

decision-making in complex and unpredictable situations

the independent learning ability required for continuing professional development.

All modules

University strategies and policies

For example "Making Knowledge Exchange and Public Engagement thrive throughout UWE" by ensuring external facing provision is accessible, visible, and engages with interested users is relevant here. The PGDip Psychological Therapies (CBT) is very attractive to potential students who want to work in the NHS as cognitive behavioural therapists. Similarly it appeals to health professionals (e.g. OTs , counselors, mental health nurses) who are wishing to continue their professional development.

The HLS Level M marking scale:

Level M		Indicative Qualities
100 - 90%	Outstanding/ Exceptional	An exceptional and outstanding piece of academic work; showing advanced and critical awareness at the forefront of the discipline or professional practice. Exceptional use of appropriate texts, research and other learning materials, well beyond the taught content, displaying originality; new insights; innovation and advanced scholarship; displaying outstanding, systematic and comprehensive of knowledge of the subject. Demonstrating mastery of clarity in argument, communication and professionalism. Exemplary
89 - 80%	Excellent	An excellent piece of academic work clearly demonstrating critical awareness of the discipline, current research or professional practice. Evidence of originality and advanced scholarship. Excellent analysis in most areas; use of new sources and approaches evident; balanced in analysis and argument, and factually accurate. Excellent presentation /communication demonstrating clarity of argument and comprehensive knowledge.
79 - 70%	Very Good	A very good and competent piece of work, demonstrating good critical awareness and analysis of the subject. Comprehensive understanding of knowledge, with the ability to develop critiques at an advanced level and shows evidence of originality, innovation and scholarship; negligible errors or omissions. Notably good presentation/communication of ideas and comprehension.

Part 8: Reference Points and Benchmarks

69 - 60%	Good	A good piece of academic work demonstrating a moderate degree of critical awareness in the discipline or professional practice. Some ability to develop critiques at an advanced level and shows some evidence of originality and innovation. Good understanding and scholarship in the main concepts, although containing some minor errors. Some attempt at developing a critical analysis of the subject or current research. A reasonable presentation /communication of the study.
59 - 50%	Pass	An adequate piece of work, demonstrating an acceptable level of critical awareness in the discipline or professional practice. Generally sound, but lacking in originality or scope. Some evidence of reading and critical thought beyond the taught material but lacking in extensive evaluation and critique. Some areas covered moderately well; some errors and omissions; lacking in overall presentation.
49 - 40%	Marginal Fail	A piece of work not meeting the minimum requirements/standards expected for the assessment; some positive elements but containing an unacceptable level of error and/or omission; or lacking in overall presentation for assessment.
39 - 30%	Poor	Less than complete; some positive elements but weak all round, with serious deficiencies; insufficient in quality and/or quantity for consideration as a marginal fail. Weak understanding of issues; unfocused/illogical argument; many errors or omissions; poor presentation.
29 - 20%	Weak	Incomplete, very few positive elements and very weak all round, with serious deficiencies; little evidence of reading; lack of analysis; absence of developed ideas; mostly irrelevant or incorrect.
19 - 10%	Very Weak	A few odd positive elements but very weak all round, with very serious deficiencies; irrelevant or incorrect; no analysis; little ability shown. token attempt.
9 - 0%	Exceptionally Weak	No positive elements and exceptionally weak all round, with very serious deficiencies; no evidence of any preparation. Entirely irrelevant; and/or little or nothing worthwhile presented.

Degree classes are based on the weighted aggregation of marks across modules comprising the programme. A Distinction is awarded for marks of 70% and above (providing the project is also 70% or over), a Merit for marks of 60-70% (providing the project is also 60% or over), a Pass for marks of 50-60%, and a Fail for marks below 50%.

What methods have been used in the development of this programme to evaluate and improve the quality and standards of learning?

External examiner feedback
 Placement provider feedback
 BABCP standards
 Staff-student liason
 Current NHS process/interest

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications, available on the [University's website](#).